









Vision Statement:

At Greytown School, our community encourages and supports our Students/Ākonga by creating a school where students/ākonga feel they belong and are safe to be themselves. We strive to inspire, strengthen and lead a teaching and learning culture where everyone thrives on their journey to active, life-long learners.

Summary of the information used to develop this plan/How did you create this plan:

We have engaged in a school wide and board reflection process to identify and prioritise the focus areas for 2025. We have engaged with our community in informal and formal ways to gain their input into this plan and will continue to engage and share the iterations of the plan throughout 2025.

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>		<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>		<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations or your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>		<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
<p>Develop and Implement practices that give effect to Te Tiriti O Waitangi and enhance learning of Te Reo and Tikanga</p>	<p>S127 (1)(d) The school gives effect to Te Tiriti O Waitangi, including by - I working to ensure that it's plans, policies,</p>	<p>NELP 1,2 & 3</p>		<p>Increase in the competence of teaching staff in the use of and delivery of te reo Māori</p>		<p>Implement Te Reo Māori professional development for all staff for 2025</p> <p>Review and refresh the te reo Māori programme to ensure students progress</p>		<p>More te reo Māori being included in classroom programmes and school activities</p> <p>Student progress in te reo Māori will show progression throughout the school</p>

	and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; and li taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori			<p>Improve systems and strategies for engaging Māori learners and whānau</p> <p>Improve the knowledge for Te Tiriti o Waitangi of all staff and BOT members</p>	<p>through language learning</p> <p>Establish roles and responsibilities at all levels of the school for engagement with whānau (students, staff, leadership, BOT)</p> <p>All staff and BOT complete training with regard to Te Tiriti o Waitangi</p>	<p>Greater whānau engagement in all aspects of school life - in student activities for learning and wider curriculum.</p> <p>Decrease in attendance concerns through greater engagement with families</p> <p>School procedures and decision making will reflect a greater understanding of and application of Te Tiriti O Waitangi</p>
Implement structured approaches to teaching literacy and numeracy across the school	S127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement; and (c) the school is inclusive of, and caters for, students with differing needs	NELP 1, 2, 3		<p>Structured approaches to literacy across the school in reading and writing</p> <p>Implementation of revised English curriculum years 1-6</p> <p>Establish a revised assessment schedule based on normative tools</p> <p>Structured approaches to Mathematics will be</p>	 <p>Establish quality teaching practices within reading that transfer to writing and other curriculum areas.</p> <p>Continue to unpack English curriculum as a staff</p> <p>Review current assessment practices</p> <p>Introduce tools that give clear understanding of where students are and what their next steps are.</p> <p>Staff will engage in PD specific to both</p>	 <p>Classroom observations of teaching will be consistent across the school.</p> <p>All school planning will include revised curriculum language and content</p> <p>Effective tools will be retained</p> <p>Improved student achievement data will be used by staff to inform teaching</p> <p>Increased teacher capability in teaching</p>

			<p>implemented through the introduction of Prime Maths across the school</p> <p>Implementation of revised maths curriculum at years 1-8</p> <p>Quality Teaching practices will be evident across the school in both English and Maths</p>	<p>structured maths programme (Prime) and structured teaching practices</p> <p>Staff only days (curriculum days) will include structured teaching practices focus</p> <p>Establish ways of working with both Prime and non-prime resources</p> <p>Engage in ongoing PLD through curriculum days supported my MOE staff and resources</p> <p>Unpack what Quality Teaching practices are</p> <p>Curriculum days will focus on quality teaching practices</p> <p>Appraisal activities will include elements of quality teaching practices</p>	<p>mathematics in a structured way leading to improved student outcomes.</p> <p>Staff learning from PD will be included in their classroom practice and programmes.</p> <p>Maths programmes will be rich and varied</p> <p>All school planning will include revised curriculum language and content</p> <p>A set of agreed teaching practices will be evident in all teaching</p>
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ANNUAL IMPLEMENTATION PLAN 2025

Where are we at currently:

In recent years we have developed both our literacy and numeracy teaching pedagogy and class programmes. This has been a major focus for us and we have seen positive results in those areas. This has included significant investment in the implementation of structured literacy and this is something that we feel we can maintain with the skills of our existing team and by upskilling new staff as needed. Our maths programme also has undergone refreshment through centrally funded PLD in 2021-2023. Both of these areas will remain an important focus. As a result of this focus, our development in other areas has not been possible and we now see these areas as significant pieces of work to ensure students receive a broad and balanced learning experience at our school.

Over recent years we have implemented Structured Literacy (Reading) throughout the school, while primarily at the junior level, a school wide spelling programme and targeted programmes for older students who still require reading support has meant that our structure approaches are embedded for reading. With the introduction of Prime Maths for 2025, we will be focused on structured teaching practices for maths.

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:

One of our major targets relates directly to Te Tiriti O Waitangi with the express aim of ensuring that we can confidently and authentically give effect to Te Tiriti O Waitangi. See Strategic Goal 1.

Regulation 9(1)(g)

Strategic Goal 1

Develop and Implement a Te Reo Māori Language Strategy at Greytown School

Regulation 9(1)(a)

Annual Target/Goal for 2025:

Increase in the competence of teaching staff in the use of and delivery of te reo Māori

- Implement Te Reo Māori professional development for all staff for 2024 & 2025
- Review and refresh the te reo Māori programme to ensure students progress through language learning

Regulation 9(1)(a)

What do we expect to see by the end of the year?

All staff have improved their language skills in te reo Māori

All Students are experiencing a regular te reo Maori programme

Regulation 9(1)(d)

<p>Actions:</p> <p><i>Regulation 9(1)(b)</i></p>	<p>Who is responsible?</p> <p><i>Regulation 9(1)(c)</i></p>	<p>How will you measure success?</p> <p><i>Regulation 9(1)(d)</i></p>	<p>Variance</p>
<p>Review PLD from 2024</p> <p>Implement regular PD sessions</p> <p>Professional learning groups based on goals set by teachers for the improvement of their te reo Māori programme</p>	<p>Senior Leadership team Within School teacher (WIST)</p> <p>Senior Leadership team Within School teacher</p> <p>Team Leaders</p>	<p>Start point data from which we can measure end of year progress</p> <p>PD plan is established for the whole year</p> <p>All teacher planning will show evidence of te reo Māori being taught</p>	<p>We established that our start points were all very different from regular confident users of Te Reo to reluctant challenged learners, this made a start point reasonably challenging.</p> <p>Our plan to use the online platform was not as successful this year, very few staff engaged regularly with it.</p> <p>Our face to face learning with short sharp lessons in the morning, that staff were able to take straight into their classrooms were much more effective in terms of the update of the new language. The staffroom board became a focal point for our reo also.</p>

Strategic Goal 2

Develop and Implement a Te Reo Māori Language Strategy at Greytown School

Regulation 9(1)(a)

Annual Target/Goal for 2025:

Improve the knowledge for Te Tiriti o Waitangi of all staff and BOT members

Regulation 9(1)(a)

What do we expect to see by the end of the year?

The procedures, planning and decision making at Greytown School will show a greater reflection of Te Tiriti O Waitangi at all levels of the school

Regulation 9(1)(d)

Actions:	Who is responsible?	How will you measure success?	Variance
<p>Regulation 9(1)(b)</p> <p>All Board members complete the Te Tiriti O Waitangi NZSTA training</p> <p>All staff will participate in Te Tiriti Workshop through the KA</p>	<p>Regulation 9(1)(c)</p> <p>BOT members</p> <p>All staff</p>	<p>Regulation 9(1)(d)</p> <p>Board members will demonstrate an increased knowledge and understanding of the principles of Te Tiriti and the board obligations</p> <p>Staff will demonstrate an increased knowledge of Te Tiriti and the implications to their own practice</p>	<p>Our board change in September has meant that we need to revisit this in 2026,</p> <p>All teaching staff participated in Te Tiriti training which was a very powerful and effective activity. We were hoping to do this with the BOT as well, however our staff member who was trained, moved out of the area in early term 4, meaning we need to engage the services of another trained facilitator.</p>

Strategic Goal 3

Implement Structured approaches to teaching the English and Mathematics Curriculum

Regulation 9(1)(a)

Annual Target/Goal for 2025:

Implement practices relating to structured approaches to learning in Maths and English and implement the revised Maths and English Curricula.

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Staff will demonstrate increased knowledge of structured learning approaches and these will be evident in teaching programmes, ultimately leading to improved student achievement.

Regulation 9(1)(d)

Actions:	Who is responsible?	How will you measure success?	Variance
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(d)</i>	
Engage in preliminary training for Prime	Senior Leadership team WIST	Staff will demonstrate a basic familiarity with the resource prior to teaching it	Staff worked incredibly hard learning the prime resource, this became the focus of much of our term 1 work, with staff unpacking and carrying out the initial assessments and beginning the teaching using Prime.
Engage with PLD throughout the year to become proficient in teaching structured maths and literacy and with Prime Maths programme	Senior Leadership team WIST	Increased teacher capability Increased student achievement in writing and maths	It was difficult to get PLD through Prime, We only got one PLD session all year. The rest of our development was lead by our maths leader and through working with another local school. Our teachers definitely grew in confidence through the PLD in all its forms. Our achievement data did show an improvement in maths (school wide) from 62% at or above mid year to 67% at or above at end of year. This was based on the new curriculum levels.
Review existing assessment tools and implement norm-based assessments as required to meet the needs of our school.	WIST	Teachers will be using a range of reliable assessment information to inform teaching.	We did not change our assessment tools much, rather ensured they aligned with the new curriculum. In 2026 we will be exploring the new assessment tools.

<p>Explore aspects of quality teaching practice and review teaching strategies currently being used at Greytown School.</p> <p>Staff will observe teachers in our school and in our buddy school to improve understanding of structured teaching practices in Maths and English.</p>	<p>Senior Leadership team</p> <p>Senior Leadership Team</p>	<p>Appraisal and observations will show a greater understanding and use of quality teaching practices against a set of parameters we have defined.</p> <p>Teacher practice improvement will be evident through observations and increase of confidence and competence in applying structured teaching strategies.</p>	<p>Our ongoing observations helped us to identify where staff may have needed support and equally uncovered areas of strength within our teaching staff. This will continue as we work with the new teaching standards in 2026.</p>
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